CORE PROGRAMME

Leading, Evaluating and Improving your Careers Programme

Day 3

COHERENCE

EVALUATION

IMPROVEMENT

Learning Outcomes

1

Review the coherence and progression of your careers programme.

2

Evaluate how effectively career-related learning is meeting learner needs.

3

Use evidence to identify strengths, gaps and priorities for improvement.

4

Evaluate approaches to change and apply them to careers development.

5

Plan evidence-informed improvements.

6

Identify and respond to colleagues' development needs.

7

Work with internal and external partners to strengthen delivery.

8

Evaluate the impact of changes and professional development.

Our Core Programme Journey

Where are we now? → What do our learners need? → What should we provide? → Is it working? → What needs to improve?

Day 1
Understand

Day 2
Design

Day 3
Lead, Evaluate & Improve

From Planning to Impact

At the end of Day 2, you identified strategic aims for your careers provision.

Choose one of those priorities. Discuss with a partner:

- What was the priority?
- Why did you identify it?
- What evidence informed it?
- What have you done since Day 2?
- Who needs to be involved?
- What evidence informed it?
- How will you know whether it has made a difference?



From Provision to Impact

- What do we provide?
- Who participates?
- What do learners experience?
- What do learners learn or develop?
- What difference does it make?

A busy careers programme is not necessarily an effective careers programme.

Strands of delivery – building a coherent whole

A Careers Leader is not simply responsible for individual activities.

Information provision	Career assessments and tests	Professional career counselling	Careers advice delivered by a non-careers professional	Curricular interventions	Further study learning / work-related learning	Other extra-curricular activities	Frameworks for reflection
Information on further studies Information on occupations A careers library Access to careers websites Posters and displays Other labour market information (LMI)	Interest inventories Psychometric assessments Computer-assisted guidance systems Other career assessments	Individual career counselling Small-group career counselling Access to telephone career counselling Access to online career counselling (e.g. email or chat)	Career support as part of a pastoral tutor system Other career advice delivered by someone other than a qualified careers professional	Careers learning as part of PSHE Career learning as part of Citizenship Career as a cross-curricular theme Career learning embedded in other subjects Long-block timetabling Separately timetabled careers lessons Project work Online e-learning	Learning provider talks in-school (college or other 16–19 provider) Learning provider talks in-school (universities) Visits to other 16–19 learning providers Visits to universities Volunteering Employer talks Workplace visits Mini-enterprises Other work simulations Work experience Work shadowing	Careers fairs Games and competitions Inputs to assemblies Parental involvement Mentoring programmes Community/civic participation	Use of portfolios and e-portfolios Action planning Personal development planning

The role is to make sure the different strands connect into a coherent learner journey.

Aims of career related learning

Grow throughout life



By learning and reflecting on yourself, your background and your strengths

Explore possibilities



Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

Manage career



Manage your career actively, make the most of opportunities and learn from setbacks

Create opportunities



Create opportunities by being proactive and building positive relationships with others

Balance life and work



Balance your life as a worker and/or an entrepreneur with your wellbeing, other interests and your involvement with family and community

See the big picture



See the big picture by paying attention to how the economy, politics and society connect with your own life and career

Risks





What is the difference between a collection of careers activities and a progressive careers programme?

Case Study 1: Oakfield Academy

Lots happening – but is it a programme?

- Activity
- Progression
- Coherence
- Inclusion



Activity – Reviewing your programme

What are the pros and cons of your current delivery model?

How coherent is your provision across year groups or phases?

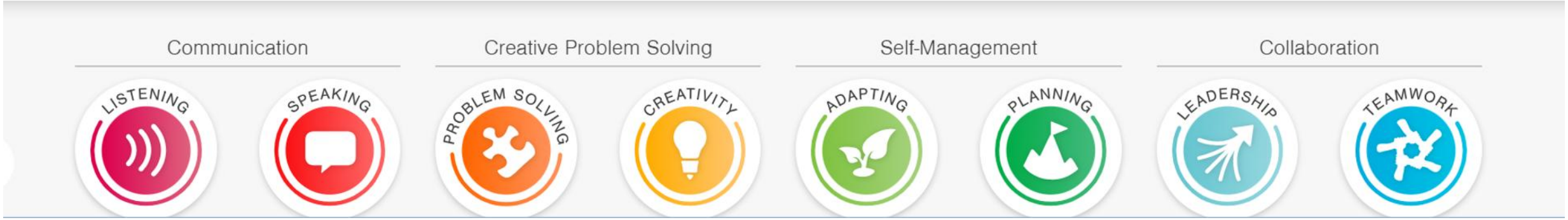
Which groups of learners may not be fully included?

Gatsby Benchmark 4: Linking curriculum learning to careers

What makes Gatsby 4 particularly dependent on other colleagues?

Skills Builder – Framework

Skills Builder UNIVERSAL FRAMEWORK 2.0



The Universal Framework

Talentino - Careers at Every Level

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DIVERSO

PSHE / RSHE Framework

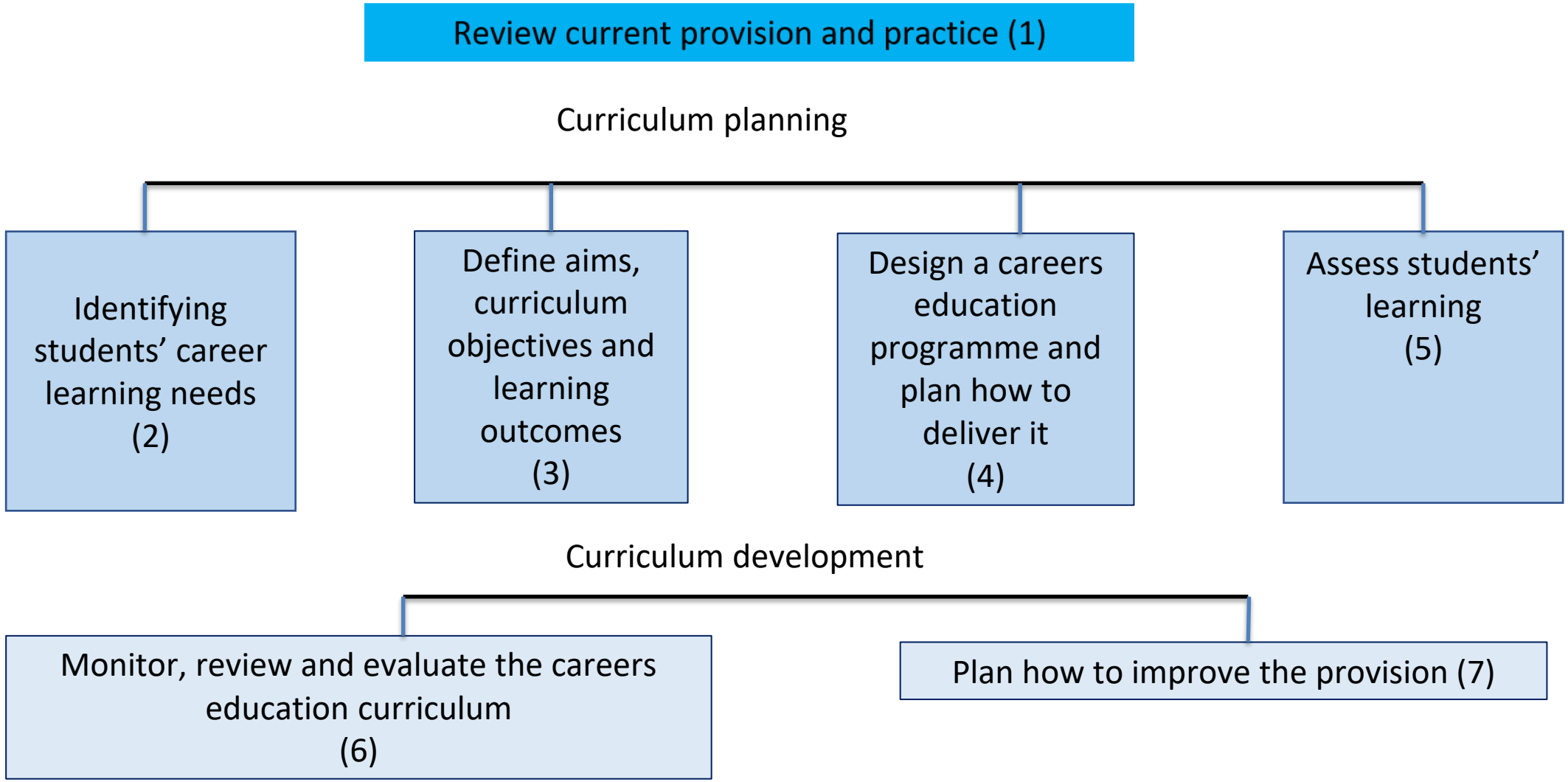
The renewed Ofsted Framework – five key considerations for PSHE/RSHE leads and school leaders

Designing a careers education programme

- Content
- Differentiation
- Career Guidance Theory
- Teaching methods/delivery
- Assessment and accreditation (if appropriate)
- Timing of activities
- Curriculum location
- Monitoring, review & evaluation

The design should begin with intended learning – not the activity

A Framework for Curriculum Planning



A progressive spiral curriculum

Developing awareness of career

Encountering information

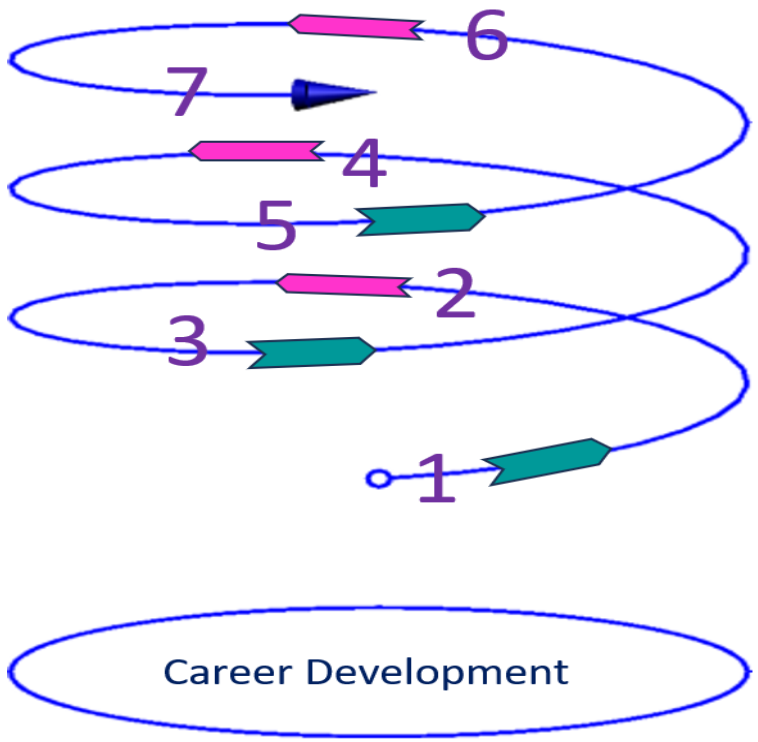
Having experiences

Reflecting on learning

Building understanding

Developing plans and strengths

Putting into practice



From Activity to Learning Outcome

"What do our Year 9 learners need to know, understand and be able to do?"

Activity 3 – Test Your Own Programme



Activity 5 - What is Evaluation

What

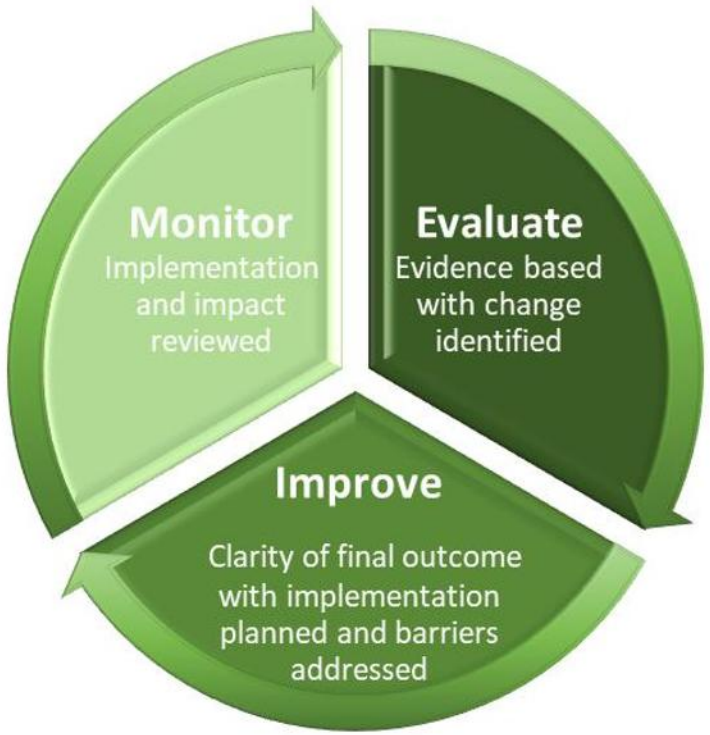
How

Why

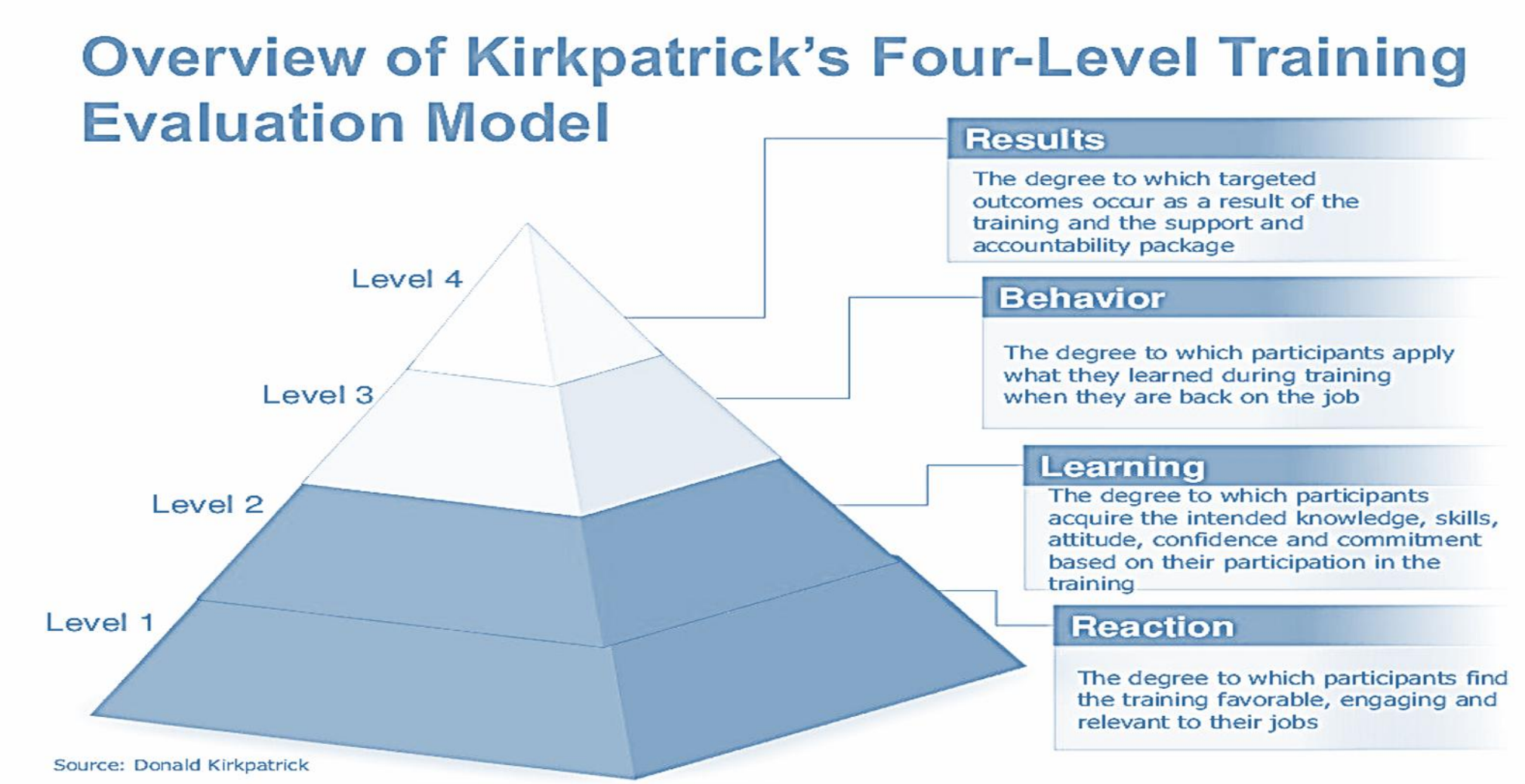
Then report back your thoughts

The purpose of evaluation

Evaluation should result in action.



Kirkpatrick's Model



Case Study 2: "Our Careers Programme Is Successful"

Riverside College

Last year:

- 96% of learners had an employer encounter.
- 450 attended the careers fair.
- 180 completed work experience.
- 92% enjoyed the careers fair.
- Seven Gatsby Benchmarks are being met.
- 38 employers supported activities.

The Careers Leader reports: “This demonstrates that our careers programme is highly effective.”

Do you agree?

Case Study 3: Meadow View School

“Careers is important, but we already have too much curriculum content to cover."

Dimensions of resistance

Organisational level

power and conflict, functional orientation, mechanistic structure, culture

Individual level

uncertainty and insecurity, selective perception, habit, protection of material interests, mistrust based on bad past experience

Group level

norms, cohesiveness, groupthink



Plan-do-check-act model (1)

Plan

recognise or identify an opportunity and plan for change

Check

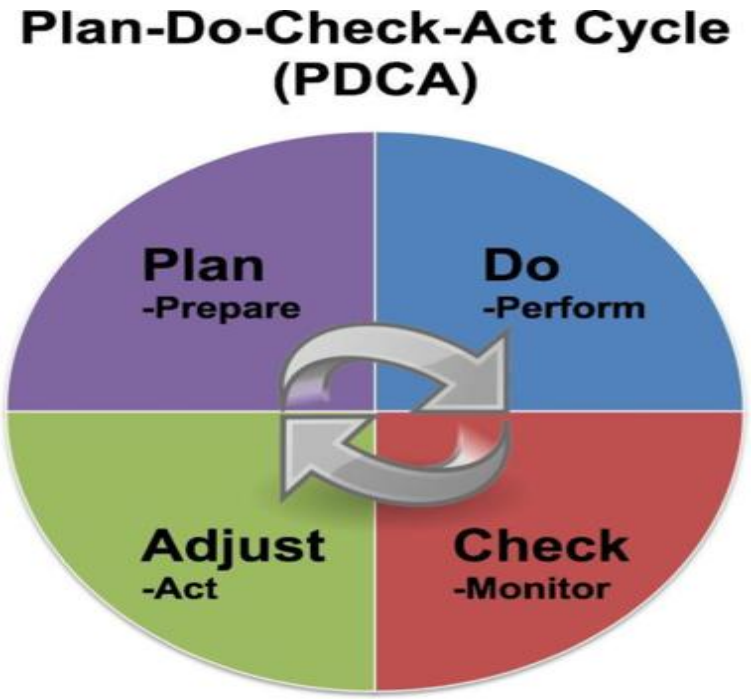
review the results and analyse them for success or needed adaptations

Do

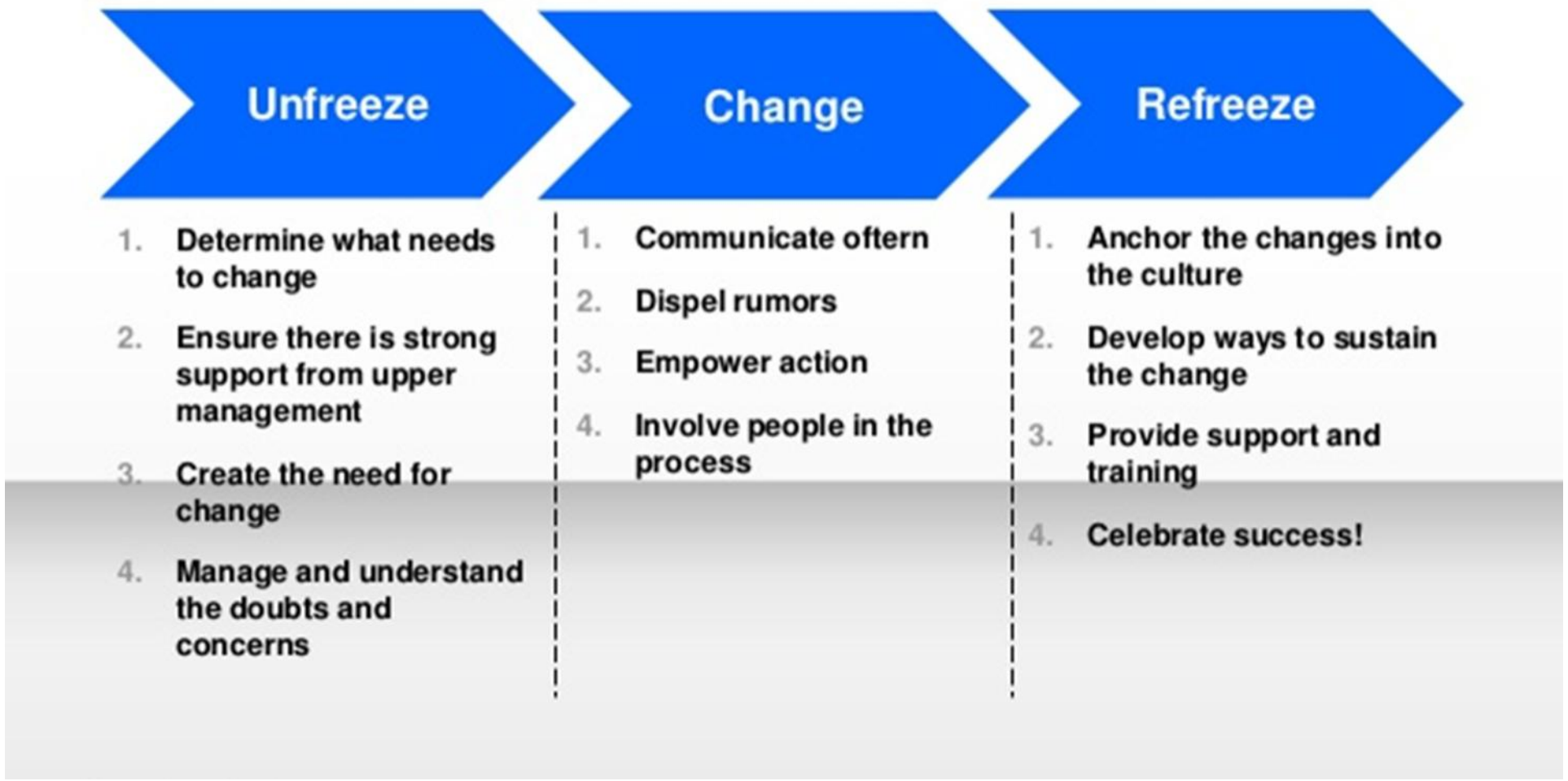
Implement the plan for change on a small scale – test the change

Act

if the plan worked, implement the changes on a wider scale; if unsuccessful, go through the cycle again with a different plan

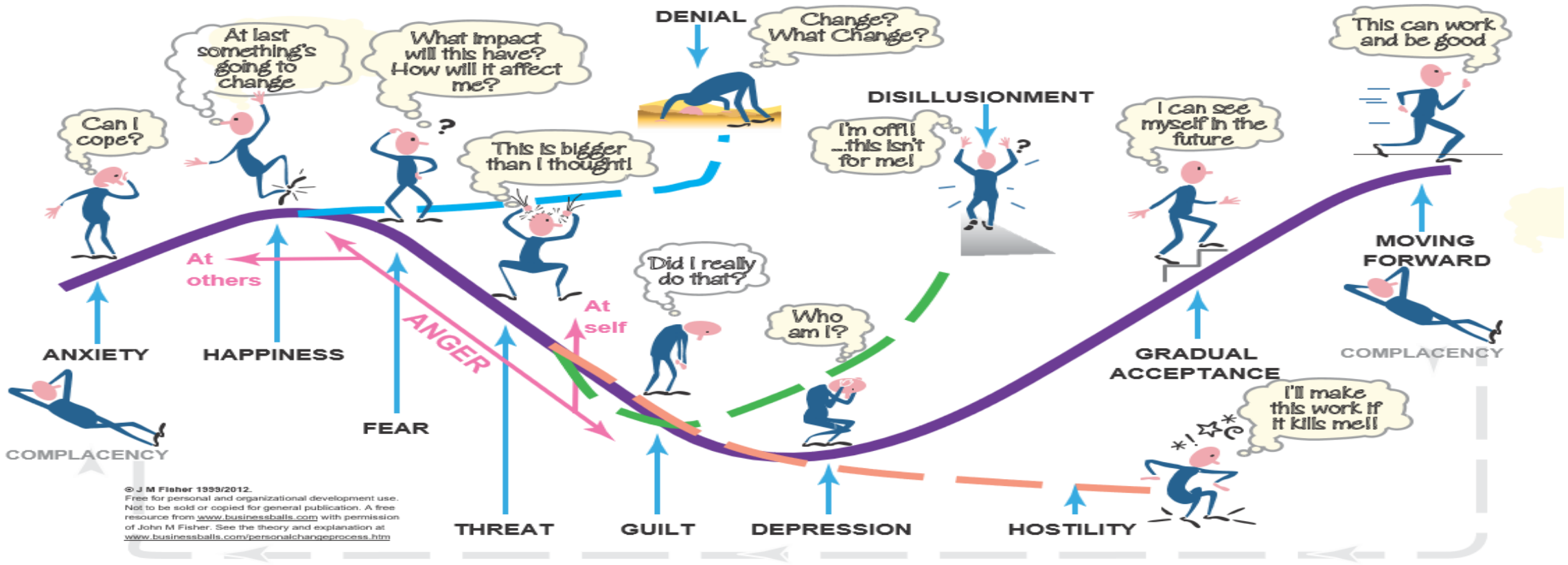


Lewin’s three stage model



The Process of Transition - John Fisher, 2012

Anxiety | Happiness | Fear | Threat | Guilt | Depression | Moving forward



Fisher's Personal Transition Curve

Activity – Leading change

- Think about how you would handle change.
- What barriers might you face (individual, group, organisational)?
- Which change model (Lewin, PDCA, Fisher's Transition Curve) resonates most with your organisation?
- What will you do about work experience?

Turning Evidence into an Improvement Plan

An improvement plan should include?

Recommendations should be justified by evidence – not preference.

CPD and Training Needs Analysis (TNA)

Survey or Poll

using MS Forms/Google Forms to ask staff about confidence with careers tasks (e.g., Gatsby 4, signposting, linking curriculum to careers)

Observation or Learning Walks

noticing how careers is embedded in lessons, tutor time, or pastoral practice

Interviews or Conversations

brief discussions during staff meetings or department meetings

Document Reviews

looking at schemes of work, tutor programmes, or staff handbooks to see gaps

Audiences



Different Ways to Develop Colleagues

Development Doesn't Always Mean a Training Course

Activity – Planning training

Post in the chat a draft one-sentence training need and a matching training activity, e.g.:

Example

"Teaching staff lack confidence in delivering careers learning (Gatsby 4), so I will run a 30-minute training session on linking classroom topics to real-world roles."

- Reflect on the justification for your proposed training:
- Which need was identified in the TNA
- How the training directly responds to that gap
- What outcomes they expect for individuals and the organisation

Continuous Improvement Cycle



Continuous improvement is not a once-a-year activity.

Professional Practice Challenge

Take one action from your improvement plan

1

What did you do?

2

What happened?

3

What did you learn?

4

What needs to happen next?

Reflective questions

Question 1

1. What's the most important thing you learned from today's session and discussions? Is there something you'd like to celebrate or recognise in your practice?

Question 2

2. Has today highlighted a gap or something you'd like to implement? What, when and how?

Question 3

3. What support do you need from leadership or others to address immediate priorities? What discussions should you have with your line manager to move forward?

Extension programme

For those of you going on to day 1 of the Extension programme, you will need to read the case studies in the extension workbook to participate in the training activities.

Accreditation and Assessment

- Unit 18 Assessment Criteria - 18.4.1
- Unit 18 Assessment Criteria - 18.4.2 / 18.4.3
- Unit 18 Assessment Criteria - 18.5.1 / 18.5.2 / 18.5.3
- Unit 19 Assessment Criteria - 19.4.1
- Unit 19 Assessment Criteria - 19.6.2 -
- Unit 19 Assessment Criteria - 19.7.1
- Unit 19 Assessment Criteria - 19.7.2